



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Praise is superfluous for the best. The appearance of Skeat's Edition of *Chaucer* (Clarendon Press; New York, Macmillan & Co.), is distinctly an event in the world of letters. The work is to be complete in six splendid volumes, three of which have already appeared. Vol. I commences with a Life of Chaucer, containing all the known facts and incidents that have been recorded, with authorities for the same, and dates. It also contains the "Romaunt of the Rose," and the minor poems, with a special introduction and illustrative notes. Vol. II contains "Boethius" and "Troilus," each with a special introduction. The text of "Troilus" is a new one. Vol. III contains "The House of Fame", "The Legend of Good Women", and "The Treatise on the Astrolabe", with special introductions. Succeeding volumes are to contain the "Canterbury Tales", the "Tale of Gamelyn", and all needed helps for reading Chaucer, such as remarks on pronunciation, grammar, scansion, glossarial index, and index of names. The fame of the distinguished editor's learning makes this edition a necessity for all serious students of English; at the same time there is a clearness and charm of style about the introductions and notes that will attract anyone at all interested in our literature. Admirable paper, typography, and presswork, and a reliable buckram binding add substantially to the value of this altogether worthy collection of our great poet's works. Through these volumes a knowledge of his merit must inevitably be much extended.

CURRENT EDUCATIONAL LITERATURE

A Taste for Good Reading. By PROF. CHARLES ELIOT NORTON in Preface to Vol. II of "Heart of Oak Books".

A taste for good reading is an acquisition the worth of which is hardly to be overestimated; and yet a majority of children, even of those favored by circumstances, grow up without it. This defect is due partly to the fault or ignorance of parents and teachers; partly, also, to the want, in many cases, of the proper means of cultivation. For this taste, like most others, is usually not so much a gift of nature as a product of cultivation. A wide difference exists, indeed, in children in respect to their natural inclination for reading, but there are few in whom it cannot be more or less developed by careful and judicious training.

This training should begin very early. Even before the child has learned the alphabet, his mother's lullaby or his nurse's song

may have begun the attuning of his ear to the melodies of verse, and the quickening of his mind with pleasant fancies. As he grows older, his first reading should be made attractive to him by its ease and entertainment.

The reading lesson should never be hard or dull; nor should it be made the occasion for instruction in any specific branch of knowledge. The essential thing is that in beginning to learn to read the child should like what he reads or hears read, and that the matter should be of a sort to fix itself in his mind without wearisome effort. He should be led on by pleasure from step to step.

His very first reading should mainly consist in what may cultivate his ear for the music of verse, and may rouse his fancy. And to this end nothing is better than the rhymes and jingles which have sung themselves, generation after generation, in the nursery or on the playground. "Mother Goose" is the best primer. No matter if the rhymes be nonsense verses; many a poet might learn the lesson of good versification from them, and the child in repeating them is acquiring the accent of emphasis and of rhythmical form. Moreover, the mere art of reading is the more readily learned, if the words first presented to the eye of the child are those which are already familiar to his ear.

The next step is easy, to the short stories which have been told since the world was young; old fables in which the teachings of long experience are embodied, legends, fairy tales, which form the traditional common stock of the fancies and sentiment of the race.

These naturally serve as the gate of entrance into the wide open fields of literature, especially into those of poetry. *Poetry is one of the most efficient means of education of the moral sentiment, as well as of the intelligence. It is the source of the best culture.* A man may know all science and yet remain uneducated. But let him truly possess himself of the work of any one of the great poets, and no matter what else he may fail to know, he is not without education.

The field of good literature is so vast that there is something in it for every intelligence. But the field of bad literature is not less broad, and is likely to be preferred by the common uncultivated taste. To make good reading more attractive than bad, to give right direction to the choice, the growing intelligence of the child should be nourished with selected portions of the best literature, the virtue of which has been approved by long consent. These selections, besides merit in point of literary form, should possess as general human interest as possible, and should be specially chosen with reference to the culture of the imagination.

The imagination is the supreme intellectual faculty, and yet it is of all the one which receives least attention in our common systems of education. The reason is not far to seek. The imagination is of all the faculties the most difficult to control; it is the most

elusive of all, the most far-reaching in its relations, the rarest in its full power. But upon its healthy development depend not only the sound exercise of the faculties of observation and judgment, but also the command of the reason, the control of the will, and the quickening and growth of the moral sympathies. The means for its culture which good reading affords is the most generally available and one of the most efficient. The youth who shall become acquainted with the masterpieces of English literature will share in the common stock of the intellectual life of the race to which he belongs; and will have the door opened to him of all the vast and noble resources of that life. But the worth of the masterpieces of any art increases with use and familiarity of association. They grow fresher by custom; and the love of them deepens in proportion to the time we have known them, and to the memories with which they have become invested.

In the use of books in the education of children, it is desirable that much of the poetry which they contain should be committed to memory. *To learn by heart the best poems is one of the best parts of the school education of the child.* But it must be learning *by heart*; that is, not merely by rote as a task, but by heart as a pleasure. The exercise, however difficult at first, becomes easy with continual practice. At first the teacher must guard against exacting too much; weariness quickly leads to disgust; and the young scholar should be helped to find delight in work itself.

O. B. R.

An Experiment in Correcting Compositions. By WM. H. MAXWELL.
Educational Review, March, 1894.

Considering the amount of drudgery and the danger of narrowing that awaits the theme critic, whether in the grammar school or college, it is surprising that so little attention has been paid by constructors of educational methods to the important matter of correcting compositions. The mother tongue, clear and accurate, is the universal demand. But the means for securing this result are essentially undeveloped. Mr. Prince in his *Courses of Studies and Methods of Teaching* laid down the most usual method, viz., the theme writing by the pupils; the marking by the teacher; the rewriting by the pupils. But this method imposes the very burden that it is the problem to avoid, that of the unendurable drudgery of correction by the teacher. Under this method the exercises must necessarily be few, the correcting a perfunctory task; the first necessity furnishing a formidable barrier to worthy results and the second a sure road for perfunctory work by the pupil. To avoid this some teachers have the exercises transferred to the blackboard. But public criticism imposes an unnecessary and undesirable humiliation. Comparing the two sys-

tems, however, the latter is to be preferred. Among some of the rules that experience has developed regarding theme writing, are the following,—it must be a daily exercise; the writer's purpose must be to express thought, hence familiar topics must be selected; the subject matter should be so thoroughly in hand that thinking or meditation shall monopolize no part of the composition period; reference books should be convenient and usable; models of style should be studied; sentence structure must be learned before that of the paragraph. For the correction of errors the following plan is suggested. The class is allowed ten or fifteen minutes in which to write what they can on the topic in the class work of the preceding day. Then the pupils are told to read each his own composition silently, to discover mistakes in paragraphing and thought grouping, and to make corrections by erasing and interlining. The next reading is to correct the sentence structure, capitalization, and punctuation. Lastly, it should be read to discover misspelled words. All doubts should be settled by appeal to the dictionary. Such an exercise can be accomplished in the grammar school in thirty minutes. The practical result of such a system is to make the composition period one of the most interesting of the day. The compositions are not so neat as if painfully copied, but they tell of honest, intelligent work on the part of the child and of burdens lifted from the shoulders of the teacher.

E. W. Smith

The Ideal Training of an American Boy. THOMAS DAVIDSON. Forum, July.

In the American education of to-day there are two things which force themselves upon our attention: (1) that it is in a chaotic condition; (2) that this condition is, in the main, due to our having no definite notion of what education is aiming at. To find a way out of this condition we must determine the fundamental ideal of American life—of American manhood. In a word, this is freedom. Ideal Americanism means absolute moral autonomy. The essential conditions of moral autonomy are: (1) well arranged, practical knowledge of men and things; (2) healthy, well-distributed affections; (3) a ready will, loyal to such knowledge and such affections. To realize these must be the aim of American education. Erudition and professional training, however necessary and valuable, form no part of the education of the American as American, or of man as man. This ideal boy must be the son of parents of unlimited means, with whom the question of cost will never be raised. Until he is seven years old the child will be educated, mainly by uncon-

scious processes, in the family, in association with German and French governesses. His affections and sympathies will be carefully directed. At seven he will be put in a small private school, founded by several families with this ideal aim, where the objects for the next four or five years will be: (1) to bring the child into noble and kindly relations to other children, enabling it to practise generosity and self-control; (2) to strengthen its body and its social instincts by healthy, not over-boisterous games; (3) to develop its memory; (4) to put it in possession of the means of future education, reading, writing, manual facility (including drawing), and the elements of music. At the age of eleven or twelve the boy will be ready either (1) to attend a large school, public or private, where he will be developed into a good citizen of the current stamp, with ordinary interests, wholesome dread of departure from established tenets of his class, steeped in mediocrity and philistinism, and well cured of notions and ideals that rise above the average or depart from it; or (2) to travel until eighteen under a tutor who shall instruct him in logic, mathematics, physics, drawing, Hebrew, Greek, Latin, French, German, English, Italian, history, biography, poetry, ethics, politics, and æsthetics. As for the delights of such study, "How different is 'The Odyssey' read on the shores of the Ægean, 'The Oresteia' read in the Dionysiac theatre in Athens or on the acropolis of Mycenæ, the Platonic 'Phædo' read in the 'prison of Socrates', the odes of Horace read on the hills behind Subiaco, or the orations of Cicero read in sight of the Roman Forum, from what they are when read as parsing exercises in the school of a 'crammer' for Harvard or Yale! And how different is even the Bible when read in Judea from what it is elsewhere!" Our ideal boy after this experience will have the self-control, the earnest view of life, and the large, generous outlook that will fit him to brave the perils of a college, with its half-mediæval, half-professional curriculum, dry, uninspiring formalism, useless erudition, easy philistinism, dreary pessimism pert, callow germanism; and, on the part of the students, (all but our ideal boy) boyishness, smug foppishness, and stupid devotion to half-brutal games and half-silly girls. Still, spite of all this and much more, there are elements in college life which the youth who aims at free manhood cannot afford to overlook. This valuable element consists almost, if not quite, altogether in the social and friendly relations which the students establish with one another. In closing Mr. D. says: "I am aware that the ideal which I have set up in this article is high and unworldly;

but I am sure it is the true American ideal, and I know that it has been already realized by not a few of our young men."

We cannot refrain from expressing our opinion that this excellent description of the ideal training of a snob does great injustice to the spirit and work of our schools, and very poor service to the all-important topic it purposes to discuss.

Amerikanisches Bildungswesen. By PROF. DR. EMIL HAUSKNECHT.

It is good sometimes to see ourselves as others see us. Dr. Hausknecht is an experienced German teacher who visited the United States in 1890 and in 1893, saw much of our schools and tells something of what he saw in this "Wissenschaftliche Beilage." In spite of recent revelations as to the exceeding sinfulness of our school system we are not so much surprised that H. finds much to commend. There is a passion for education, a heart-hunger for education in the United States. Boston has the best schools, though Minneapolis, St. Paul, Denver, Indianapolis, and Washington are deserving. Great sums are spent, and schooling is free. Even materials and text-books are free. This is necessary in the absence of a compulsory law, to attract as many children as possible to school and keep them there. Co-education started in the west as a make-shift, and has won its way steadily east. As a make-shift it is better than nothing, but in principle it ignores natural differences in sexes. It is less harmful in the United States than it would be in Germany, because here there are only five school days a week, and only five hours of school a day. Consequently the nervous strain on girls is not so great as it would be in German schools. The great number of women teachers in all grades is very noticeable. A greater proportion of capable and thoroughly trained male teachers in high schools would materially raise the level of these schools. Spite of lack of religious training in the schools, religion is nowhere else so intensely manifested as in the United States. This is shown particularly by the fact that Robert Elsmere, by Mr. (!) Humphry Ward, is to be found everywhere where the English language is spoken. Gymnastic training is coming up, though yet behind that of Germany, many gymnasiums are super-luxurious in equipment. The gymnasium of the Woman's college at Baltimore even has a special apparatus for drying hair quickly! But, if we are behind Germany in gymnastics, we are distinctly ahead in all forms of out-door sports. The great use made of books of reference in our schools is noteworthy. The reason is probably because our teachers are such an uneven lot we can never tell what they

will know; so it is better to send children to reference books which are relatively consistent in their statements of facts. Another (and better), reason is the desire to cultivate independent habits. Very worthy of imitation is the great amount of blackboard space in United States school rooms. (See article Teaching of Mathematics in Germany in Oct. number for description of the usual blackboard equipment there.) University extension is described, and illustrated by two syllabuses, both English. The brochure closes with a set of examination papers for admission to Bryn Mawr college. The observations are intelligent, and entirely friendly and sympathetic. We finish the reading with the impression that we are not such a hopeless set after all.

The Chaos in Moral Training. By PROFESSOR JOHN DEWEY. Popular Science Monthly, August.

Each student of a large class was asked to state some typical early moral experience of his own, relating, say, to obedience, honesty, and truthfulness, and the impression left by the outcome upon his own mind, especially the impression as to the reason for the virtue in question. Nine-tenths of the answers may be classified under one of the following heads: The impression left by the mode of treatment was that the motive for right doing is, (1) found in the consequences of the act; (2) fear of being punished; (3) simply because it is right; (4) because right doing pleases the parent, while wrong doing displeases; (5) the religious motive. In number the religious motive predominates; next to that comes fear of punishment. Often several of these reasons were inculcated. Everyone will admit without dispute that the question of the moral attitude and tendencies induced in youth by the motives for conduct habitually brought to bear is the ultimate question in all education whatever. Yet, as a matter of fact, moral education is the most haphazard of all things; it is assumed that the knowledge of the right reasons to be instilled and knowledge of the methods to be used in instilling these reasons "come by nature", as reading and writing came to Dogberry. There is a wide gulf between theory and practice. Either prevailing theory is very wrong, or much of present practice, as measured by it, is barbarous in its disregard of scientific principles. In and so far as the child cannot see the meaning and value of his acts and value them for himself, it becomes absurd to insist upon questions of morality in connection with them. A distinct, painful impression was left on the writer's mind by the papers of the comparative frequency with which

parents assume that an act is consciously wrong and punish it as such, when in the child's mind the act is simply psychological—based upon ideas and emotions which, under the circumstances, are natural. To give a reason to a child, to suggest to him a motive—no matter what—for doing the right thing, is to have and use a moral theory.

The Scope of the Normal School. By M. V. O'SHEA. Atlantic, June.

A comprehensive view of the rise and work of the normal school and the difficulty of giving it a fixed place in our educational system. "The true function of the normal school, while yet impossible to be fully realized because of the character of our school system as a whole, is still being gradually approached as the duties of the several parts of this system become more clearly defined and accomplished. It should be emphasized again that the normal school must adapt itself to the other parts of our school system; it must wait for them to determine in a large measure its field of usefulness. That it has come to stay there can be little question, and it is only a matter of time when it shall attain its ideal, that of purely professional instruction in the preparation of teachers for the elementary schools."

Distribution of Government Publications. By EDWARD S. MORSE. Popular Science Monthly, August,

Calls attention to the great value of government publications, and the extremely careless and unsystematic way in which they are distributed. "If it were possible to establish a separate bureau of distribution it would lead to economy of administration, to the economical and efficacious distribution of reports, the avoidance of duplication, and consequently the placing of material where it would do the most good, or at least where it would not be used to kindle the kitchen fire. Reports which tend to the advancement of human learning, printed and distributed, as they are, freely by the nation, should reach in every case those who stand most in need of them."

Will the Co-Educated Co-Educate Their Children? By PROFESSOR MARTHA F. CROW. Forum, July.

Yes, they will Letters were sent to 180 married women, selected from the membership of the Association of Colgate Alumnæ. Those selected were supposed to be about forty years old, likely to have children of their own approaching college age, consequently confronted by a condition and

not a theory. One hundred and thirty-three answered, of whom 109 will co-educate their children, or would if they had any; and only seven wouldn't. Extracts from the replies are given at some length.

Research the Vital Spirit of Teaching. G. STANLEY HALL. Forum, July.

Essentially a plea for the investigating university, on the author's well-known principles. "Excessive teaching palls and kills." Excellent above all is "the discipline that comes by doing." . . . "The clearer and more permeable for other minds science becomes, the more it tends to express itself in terms of willed action, which is the language of complete men."

The College Graduate and Public Life. By THEODORE ROOSEVELT. Atlantic, August.

"The first great lesson which the college graduate should learn is the lesson of work rather than of criticism. Criticism is necessary and useful; it is often indispensable; but it can never take the place of action, or be even a poor substitute for it. It is the doer of deeds who actually counts in the battle of life."